|  |  |  |  |
| --- | --- | --- | --- |
| **Individual Professional Development Plan** | | | |
| Below Standard | Standard | Above |  |
| Exhibits partial understanding of at least one national standard | Uses understanding of at least one of the national standards | Uses expanded understanding of R.I. Standards in the creation of an IPDP in an effort to foster development and implementation of curriculum in respective schools |  |

II.

|  |  |  |
| --- | --- | --- |
| **Curriculum Course Project Rubric for Curricular Alignment** | | |
| Below Standard | At Standard | Above Standard |
| The curricula outline **does not clearly** show alignment of the GSE/GLEs within a sequence of instructional units | The curricula outline **clearly** shows alignment of the GSEs within a sequence of instructional units | The curricula outline **clearly and thoroughly** shows alignment of the GSEs/GLEs with the scope and sequence, and/or the district curriculum within a sequence of instructional units |
| A curricula outline is created that is vague and/or does not maintain focus on the improvement area needed according to the data analysis | A simple, clear and logical curricula outline is created that addresses the areas of improvement needed in the content area (as indicated by the data analysis) | A detailed curricula outline is created that specifically addresses various areas of improvement needed in the content area (as indicated by the data analysis) |
| The expectation for success on the intervention curriculum is not made and/or unclear to the reader, vague, confusing | The expectation for success on the intervention curriculum is clearly indicated | The expectation for success on the intervention curriculum is thoroughly explained and indicated with SMART goals |
|  |  |  |

III.

|  |  |  |
| --- | --- | --- |
| **Linkage of GLE, or GSE to Instructional Tasks** | | |
| Below standard | At standard | Above standard |
| No (0) sample lessons that addressed gaps for all unaddressed GLE/GSEs on an assessment  GLEs are vague only represented by number not stated | (1) sample lesson that addressed gaps for all unaddressed GLE/GSEs on an assessment  Most GLEs are stated | 2 or more sample lessons that addressed gaps for all unaddressed GLE/GSEs on an assessment  All GLEs/GSEs are stated |

IV.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment of Student Learning** | | | |
|  | Below | At | Above |
| Assessment | Not aligned to GLE/GSE | Meets/aligned to GLEs/GSEs | Exceeds alignment to GLEs/GSEs based on depth of knowledge and questions type |
| Learning objective | Not aligned | Aligned for learning objective and assessments | Clearly aligned to wide range of standards and assessments |

V.

|  |  |  |
| --- | --- | --- |
| **Group Professional Development Plan** | | |
| Below 1 | At Standard 2 | Above 3 |
| SMART goals are not defined | Using some SMART GOALS TO implement and connect plan to curriculum | Using ALL SMART goals to implement and connect plan to curriculum |